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ABSTRACT

This paper describes the development of an array of adult services within New York State's educational structure. The first of seven sections reviews the roles of Melvin Dewey, the 1938 Regents Inquiry, and Proficiency Exams/Regents Degrees in the evolution of state education policy. In section 2, three studies (1972 Postsecondary Education Study, 1975 Continuing Education Needs Assessment, and the 1978 Study of Adult Education) are reviewed and conclusions are drawn from the studies' results. The Adult Learning Services Project, a response to the studies' findings, is described. The next four sections discuss various state education department services: (1) services to adults who have not completed high school (adult basic education, high school equivalency, right to read, and consumer homemaking); (2) services to adults at the postsecondary level (college proficiency examinations, the regents external degree, Empire State College, program on noncollegiate-sponsored instruction, volunteer advisory network, library independent learner projects, Higher Education Act Title IA, and professional continuing education); (3) multi-level services (occupational rehabilitation, veterans education, occupational education, parent education, employees of other state agencies, and correction institutions); and (4) informal services (museums and television). In the final section, the state education department's future tasks to meet adult needs are identified. (CSS)

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ADULT LEARNING SERVICES

A Status Report on Programs of the State Education Department

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Adult Learning Services Committee
Albany, New York 12234
October 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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10/3/78

October 1978

ADULT LEARNING SERVICES

A Status Report on Programs of the State Education Department

By

Adult Learning Services Committee
New York State Education Department

Lifelong learning in New York State is an emergent phenomenon. No single act, no person decreed that there should by a system of learning opportunities for adults in New York State. Yet the elements of such a system have gradually emerged and reached the point where today well over 1¼ million adults in New York are participating in some form of formal educational activity. They and millions more are using other resources of the State libraries, museums, television and community groups - to further their education in informal ways.

The purpose of this paper is to show how a broad array of services to adults has developed within the unique structure of education in New York State, and how that experience has helped to give reality to the concept of lifelong learning.

Evolution of Policy

Almost all aspects of education in the State are under the jurisdiction of the Board of Regents: public and independent schools, colleges and universities, libraries, museums, public television, the Office of Vocational Rehabilitation, and the licensed professions. Together these components comprise The University of the State of New York - the overarching educational structure of the State, not to be confused with the State University of New York (SUNY) with its 64 campuses throughout the State.

Today there is recognition that the existence of these components within a single organizational structure presents unique opportunities for delivery of services to adults. It was not always so, however. Throughout most of the history of the Regents, services to adults were provided by institutions whose primary mission was service to children and youth. Just as the educational system was divided into two large sections: elementary and secondary schools and two and four year colleges and universities so the Department was similarly divided. Each major sector had its own program for adults linked to the institutions for which it had primary responsibility.

There were, however, some earlier foreshadowings of the idea that the educational needs of adults were worthy of attention by the Regents.

Melvil Dewey. In 1891, a far-sighted Secretary to the Board of Regents, Melvil Dewey of Dewey decimal system fame, was instrumental in getting a University Extension Law passed by the State Legislature which provided resources to "promote more widely, extend to, and bring within the reach of the people at large, adults as well as youth, opportunities and facilities for education". (Dewey, 1893).

Regents Inquiry. In 1938 as part of a Regents' inquiry into the "Character and Cost of Public Education" a special study was done on Adult Education (Reeves, 1938). That report took note of the potential importance of education in the adult years:

> The distribution of the population according to age groupings indicates that there are approximately three times as many adults as there are children of school age; also, that the span of adult life is approximately three times as long as that of school life during childhood. By concentrating planning expenditures for public education on only the first one-fourth of life, society puts itself in the position of declaring that education must be preparation and not participation. (p. 125).

The report also reflected an emergent interest in the relation of education and work. Attention was given to the importance of agricultural extension to the agricultural development of the State. There was recognition of the growth of training within private corporations, of the in-service training of government employees, and of the provisions for worker education under various auspices.

The role of the State had been formalized with the creation in 1929 of an Industrial Service Bureau whose activities were:

1. promotion and contact work with industrial concerns to interest them in a program of education;

2. surveying organizations that decide to establish such a program;

3. training leaders from among the employees within the plant; and

4. occasional follow-up visits to the plant after the program has been established.

In 1960, another report to the Regents (Advisory Council on Adult Education, 1960) made even more explicit the idea that education lasts as long as life:

> The concept of terminal education has long stood in opposition to the more creative idea that education is inherently an "open-ended" process which can never be definitively completed as long as life lasts; and that regardless of where on the ladder one's schooling may have "terminated," there still remains an as yet unused capacity for mental, moral and spiritual growth. Indeed, it is argued, the need and capacity for education not only continue throughout life but increase as the individual matures, especially if the capacity to learn is a public necessity and responsibility. Adult education is particularly concerned with the provision of such opportunities.

The report recognized education for work life among adult needs:

> Since it is obviously indispensable that if a rewarding life is to be lived, it should have a secure economic underpinning. Americans have traditionally given a good deal of attention to acquiring the skills which will enable them to enter upon the income status, either by sharpening skills already possessed or by learning new ones. Present-day adult educators deprecate exclusive concentration upon this particular concern, but the fact remains that occupational efficiency is indispensable to the individual. In justice to himself an individual should unquestionably do more in adult education than improve his occupational skills, but in any case he may be expected never to do less.

Proficiency Exams And Regents Degrees. A major step in recognizing that learning can take place outside of formal education and at any time in the life of an adult was taken in 1963 with the creation of the College Proficiency Examination Program (see below page 7). Building upon the experience of the Proficiency Examinations, in 1970 the Regents made it possible for independent students with college-level knowledge to earn degrees without attending college (see below, page 8).

Recent Developments

Thus, the Department entered the seventies with a major adult-oriented program of its own aimed at postsecondary level adults and an on-going array of services to the schools and related institutions that primarily served adults below the collegiate level. There was as yet however no clear sense of the learning needs of adults nor of how these needs might be met. This deficiency was to be remedied in the next few years in a way that reflected the existing distribution of reponsibility for services to adults between the two major sectors of the Department.

The Postsecondary Education Study. In 1972 the Department began to use Higher Education Act (HEA) Title I funds to support in each of the eight postsecondary education regions of the State, studies on the needs of adults for postsecondary continuing education and the resources available to meet the needs.

One product of these studies was a series of regional reports on needs and resources; another in most regions was a directory of agencies offering educational programs for adults. In several of the regions the consortia that did the studies have remained together to serve to coordinate and promote the delivery of services to adults.

Continuing Education Needs Assessment. In 1975 another assessment effort was undertaken by the Department, this time under the Division of Continuing Education. The three-part study was designed to:

1. Obtain information from adults about their perceived learning needs, as well as the constraints which might interfere with the satisfaction of these needs. A special interest was taken in the subgroup of the total population whose members had less than a high school education.

2. Survey public educational institutions to discover the full range of learning opportunities and the conditions under which they were available. The three types of educational institutions surveyed included the public schools, Boards of Cooperative Educational Services (BOCES) facilities, and public two-year colleges.

3. Survey continuing education faculty and administrators to identify their in-service training needs and determine the conditions under which those needs could best be met. (New York State Education Department, Division of Continuing Education, 1977, pp. xxi-xxii).

All areas of the State except New York City, which is currently being surveyed, were covered and the findings of the surveys have been reported in detailed analyses for each of the nine participating regions. (New York State Education Department, 1977). The conclusions of the study give a perspective on how the people of the State view their learning needs:

1. Most adults are interested in learning. One or more subjects of personal interest were identified by 95% of the respondents. Only 5% failed to identify an interest. Half of the respondents chose five or more topics of interest.

2. The choices of adults reflect a wide variety of learning interests.

3. The choices and reasons given for the selection of a first-choice learning interest differed according to the adult's life situation or special characteristics as a potential learner. These differences must be considered in devising any system designed to meet educational needs of adults.

    a) A majority of adults with incomes of $7000 or less per year indicated that their primary interest was job-related.

    b) Adults who lacked a high school diploma ranked achieving high school equivalency highest.

    c) Most (75%) of the adults who chose high school equivalency as their primary learning interest indicated that their motive for study was job-related.

    d) Members of minority groups tended to have common learning interests which cut across various ethnic or racial group memberships.

    e) English as a Second Language was ranked highly as a learning interest by Hispanic and Oriental respondents.

    f) Respondents under age 25 had the greatest desire for credit, diplomas or other forms of credentials; older, retired adults indicated a greater interest in learning for personal development or for avocational reasons.

    g) Men and women expressed differences in learning interests. However, over half of the women interviewed cited job-related reasons for their learning choices.

4. A majority of adults preferred a series of courses or programs of study in their primary learning interest area. This preference was particularly noted in reference to topics which are often associated with certification, licensing or completion of degree requirements.

5. For a variety of reasons, many adults do not participate in organized continuing education activities. Some adults prefer to pursue their interests through informal or independent learning experiences. Others, because of an assortment of personal or institutional barriers, may be prevented from participating in organized learning activities. The results of the statewide needs assessment which address the problems of access and barriers to educational opportunities indicated that:

a) Participation in continuing education activities is related to the respondent's educational background.

b) Almost one-half of all adults surveyed felt that they do not have enough information about continuing education opportunities in their local communities. Among lower income rural adults, as well as adults in large metropolitan areas, the number reporting lack of information was even higher than the rest of the sample.

c) Adults feel that counseling services would be helpful. Adults with less than a high school diploma, those with low incomes and younger persons appeared most likely to use counseling services for assistance with job-related programs or for financing their studies.

d) Middle income adults showed a preference for learning in traditional educational settings, while adults with less than a high school diploma showed a greater tendency to favor learning at home, individual instruction, and use of community settings as learning sites.

e) Over half the middle income adults cited one or more of the following barriers to continuing education participation: inconvenient scheduling of courses, classes located too far away, no courses offered in their area of interest, or classes filled before the individual could register. Lower income adults cited other types of barriers which were primarily financial in nature.

f) Although some state and federal funds are available to provide programming for special groups, the present continuing education system in New York State is largely self-supporting. Cost of tuition is one of the most highly ranked barriers to participation for all adult groups. For lower income adults, it was the top-ranked barrier.

6. Nearly two-thirds of continuing education administrators and 90% of the teachers surveyed, who provide the local leadership for this system, are employed part-time. This results in a fragmented system characterized by learning opportunities which vary widely from area to area and institution to institution.

The Study of Adult Education. The two studies just described examined what adults now say they need and what providers say they can provide. While they were on-going the then Commissioner of Education, Ewald B. Nyquist, decided to take a more long-range look at the learning needs of adults in the last quarter of this century. The Study of Adult Education examined the future learning needs of individuals and society. It identified the emerging importance of the concept of lifelong learning and pointed out the need to attend to the varied purposes for which adults study and to the diversity of situations in which learning takes place. It called for new approaches to the financing of learning opportunities for adults and for the creation of information and counseling services to insure that adults were fully aware of the options available to them. (New York State Education Department, Study of Adult Education, 1978.)

Study Conclusions. While differing in methodology and many specific findings, the three studies together pointed to certain general conclusions:

1. A wide array of services to adults had grown up throughout the State.

2. The various sectors of the Department were providing and supporting a diversity of adult services.

3. There was limited coordination of services either in the field or in the Department, resulting often in less than optimal utilization of resources and opportunities.

4. An ever increasing number of adults were interested in learning opportunities making it imperative that resources by used as effectively as possible.

Adult Learning Services Project. The response of the then newly appointed Commissioner of Education, Gordon M. Ambach, to these findings was to create an Adult Learning Services Project to coordinate Department and field efforts in support of adults.

Ambach expressed his concern for the Education of Adults in his inaugural address in these terms:

> Today, adults are flocking to American colleges by the millions, with the result that approximately one-third of all students in higher education nationally are 25 or older. By 1980, such students will account for a full 40 percent of the total.
>
> Education in the adult years occurs outside of educational institutions as well as in them. It may or may not be directed toward a career. It does not necessarily lead to academic credit. It often involves short-term commitments of time, rather than traditional measures like semesters or school years. And it usually allows wide freedom of choice about what we will study, when and how. American ingenuity has provided forms for every interest.
>
> Our concern must be for the quality and not just the quantity of the learning; not just the addition of a course or subject here and there but a comprehensive policy to enable those who guide the decisions that shape our society—leaders in government, business, industry, labor, the arts and education—to participate periodically in study or reexamination of the foundation works in the arts and sciences—the great contributions of all ages--and relate them to the complex issues of today. (Ambach, 1977, pp.12-13).

One of the first tasks of the Adult Learning Services Project was to inventory the Department services for adults. The following brief summary of these services will demonstrate the points that have been made before: that the present services are diverse and significant, that they have emerged through the existing structures of education in the Department and the field, and that their co-existence within the Department offers exciting possibilities for new initiatives in the future.

New York State Education Department Services To Adults Who Have Not Completed High School

The attached chart presents an overview of the Department Programs and a listing of sources for further information. The following paragraphs briefly summarize the major ones.

Adult Basic Education. According to the 1970 census, New York State had approximately 4.9 million adults 25 years and older with less than a high school education. Of these 2.9 million had eight years or fewer of formal education. Some 80 thousand of these each year are in Adult Basic Education Programs for which the State provides some funding and curriculum materials.

In addition, through a special arrangement with the Department of Social Services, some 12,000 adults on public assistance are provided with literacy services each year.

High School Equivalency. An additional nearly 20,000 are in high school equivalency programs at 185 sites throughout the State. In the past year nearly 70,000 New Yorkers took the high school equivalency examination and almost 29,000 passed. Each diploma received costs the State approximately $300.

Another way that adults can obtain a high school diploma is through the External High School Diploma Project. The learning of participants is assessed against a set of competencies that an adult with a high school level education would be expected to possess. Individuals are referred to appropriate instruction to develop competencies they lack. Upon demonstration of the competencies, a regular high school diploma is awarded by a participating school district. Since the inception of the Program in 1975, over 1,000 adults have earned diplomas through this route.

Right to Read. Another effort to reach out to adults in need of basic skills is the Right To Read Adult Information Center. The Center has an 800 toll-free telephone line that enables interested individuals to obtain information about literacy services in the State. Callers are referred to literacy volunteers or to adult basic education programs. To date, in the first year of operation, the Center has served over 1,230 callers.

Consumer Homemaking. The Department provides funds to support consumer homemaking activities. While the concern is to upgrade all homemaking skills, the emphasis is on consumer skills. Although the programs are open to all, emphasis is on serving educationally and/or economically disadvantaged individuals senior citizens, the handicapped, the mentally handicapped, alchololics, individuals in drug treatment programs and prison inmates on work release. Some 150,000 persons a year are served.

Services To Adults At The Postsecondary Level

College Proficiency Examinations. One of the earliest Department efforts to meet the special needs of adult learners was the College Proficiency Examination Program.

The examinations may be taken by anyone to validate knowledge gained outside of the formal college classroom and may be used to earn college credit, to satisfy teacher certification and degree requirements or to meet job requirements.

Examinations are now available in more than thirty college subjects in the arts, sciences, education, criminal justice, and nursing. Over 80,000 examinations have been administered and more than 100,000 course credits have been granted by colleges and universities in New York State and elsewhere.

The Regents External Degree. Once it was possible to earn credit for the knowledge one possessed, it was logical to award degrees on the same basis. The Regents External Degree Program, established in 1970, is a truly "external" degree. It is awarded by a university - The University of the State of New York - which has no campus, resident faculty nor students in the traditional sense. Eight associate and bachelor's degrees are offered in arts, sciences, nursing and business administration. Since the inception of the program, 7,000 people have received degrees and some 16,000 persons are enrolled in the program.

In addition, to examinations, degree requirements may be satisfied by courses taken at accredited institutions either on campus or through correspondence, through military education programs, and through courses offered by certain noncollegiate agencies such as business, industry and government. Special examinations are also available to assess competencies in artistic or academic areas where existing tests are not appropriate.

This program is available to individuals nation-wide, through the New York State Education Department's contract with the American College Testing Program.

A National Institute of Education study (1978) of more than 3,000 external degree graduates, approximately one-third of whom earned their external degree in the Regents Program, showed that almost all external degree graduates who sought access to higher level academic programs were able to enroll and that the external degree yielded tangible employment benefits for the majority of degree holders.

Empire State College. At the same time that the External Degree Program was established, the State University - the teaching university of the State - created a related program that further broadened learning opportunities. Empire State College frees students from many of the time, place and credit requirements of traditional on-campus programs. Like the External Degree Program, it recognizes prior and independent learning, but it also provides instruction and regular contacts with faculty. ESC has awarded some 4,375 degrees and currently has an approximate enrollment of 3,100.

Empire State College is not an Education Department-sponsored progam although it, like all postsecondary programs, requires Regents approval. It is included in this survey both because it is an important complement to Department programs and because the fact that it was approved demonstrates the readiness of the Regents to open new opportunities for adult learning.

Program on Noncollegiate Sponsored Instruction. Once the State had recognized that valid and "creditable" learning could take place in other than college courses, a further extension of the concept was to recognize that many noncollegiate organizations offered college-level courses. In 1974 the Regents started the Program on Noncollegiate Sponsored Instruction. The Program reviews educational courses conducted by business, unions, professional and voluntary associations, government agencies, and other organizations whose primary functions are not education. Credit recommendations are established for those courses found to be at the college level. The credit recommendations guide colleges and universities in awarding credit at the undergraduate and graduate levels to persons who have successfully completed the courses. In this way persons are assisted in receiving academic recognition for the learning gained in the courses. Over 1,200 courses sponsored by some 90 organizations have been recommended for credit. Some 50,000 students are enrolled in these courses.

Volunteer Advisory Network. In addition to the need for recognition of learning wherever it occurs, many nontraditional students need information and counseling services. As a start toward meeting this need the Regents established a Voluntary Advisory Network. Over 160 volunteer advisors in two- and four-year colleges, public libraries and other organizations counsel individuals on ways they can gain the greatest amount of credit for their prior learning, or how to apply credit toward their continuing education goals, and on how to find appropriate educational programs to meet their goals. Some 25,000 individuals have been served by the advisors.

Library Independent Learner Projects. Recognizing that the varied and numerous educational needs of adults cannot be met by volunteer advisors alone, the Regents have been experimenting with the use of libraries as information and counseling resources. In addition to providing materials to adults pursuing their own learning interests, many libraries in the State are involved in an "Adult Independent Learner Program." A key component of the Program is the Job Information Center. These Centers, now located in some 45 libraries, cooperate with local employment agencies, including the U.S. Employment Service, and with public or private employment placement agencies. They work with local education agencies that can help the person seeking employment to improve his/her educational qualifications—or remove handicaps. The cooperation involved that with Literacy Volunteers, high school equivalency programs, a wide variety of vocational programs and, of course, college-level programs, tratitional, non-traditional, credit and non-credit. The Centers have developed "people-to-people indexes" which enable one individual to find another willing to tutor in a selected subject.

A special library project that was an outgrowth of the Regents External Degree is the Higher Education Library Advisory Service (HELAS). It provides training information, resources and coordination for librarians/advisors in four public libraries in the State.

Higher Education Act Title IA. The Department administers Title IA of the Higher Education Act of 1965.

The first objective of the Department's program is to help communities improve the relationship between education and work. For adults 25 years of age or over, priority is given to activities such as:

1. Providing for the needs of workers who require upgrading;

2. Improving the management skills of practicing and potential business managers and owners;

3. Providing mid-career training and retraining for men and women in fields where critical shortages of personnel exist;

4. Improving career counseling, educational advisement, guidance delivery systems, and referral service for part-time students.

The second objective is to encourage the expansion of existing continuing education activities and the initiation of new continuing education offerings to meet the needs of the elderly and handicapped adults. Priority is given to continuing education projects which provide the elderly and handicapped adults with their first exposure to higher education and enable them to increase their individual competencies, enrich their personal lives and participate in the social and political activities of the communities in which they reside.

The third objective is to improve the ways in which institutions, agencies and organizations throughout the State can make better use of existing postsecondary educational resources. Preference is given to activities which affect several of the eight postsecondary regions of the State and focus upon the following:

1. Cooperative promotional programs undertaken by existing consortia to stimulate participation by adults in work-related educational activities;

2. Use of media by groups of higher educational institutions to make postsecondary educational programs more available to a larger share of the total adult population.

Since 1966 the Department has funded almost 199 projects serving some 390,000 people. Current emphasis is on projects that:

1. Provide community service activities designed to relate postsecondary education and the world of work:

2. Provide continuing education programs for the elderly, the bilingual population, and women; and

3. Improve resource material sharing to improve the use of media and publications in several regions.

Continuing Education in the Professions. An emerging area of service relates to another major responsibility of the Regents - the licensing of all major professions except the law. With the growing concern for competency in the professions, there is pressure to mandate continuing education as a requirement for reregistration. Podiatry is the first profession in the State to have such a requirement and legislation is pending to extend the requirement to medicine, dentistry, optometry and ophthalmic dispensing.

Multi-Level Services

Many Department progams are organized not in terms of educational level but in terms of some special characteristic of a group of learners whose needs cut across educational levels. These include handicapped adults, veterans, unemployed and underemployed adults, parents, employees of other State agencies, and staff and inmates of correctional institutions.

Occupational Rehabilitation. The Office of Vocational Rehabilitation coordinates and provides services for handicapped adults who wish to prepare for employment. The service involves diagnosis to determine the type and extent of the handicap and the individual's potential for employment. With counseling help, a vocational goal is selected, the appropriate path to the goal is spelled out in an individual "Rehabilitation Plan," and needed education and training are provided through contracts with the full spectrum of educational providers from schools and colleges to individual tutors. The ultimate goal is job placement. In the current year over 110,000 persons have been served out of an estimated target population of 750,000.

Veterans Education. Veterans, though a declining proportion of the adult population, are still an important target of Department efforts. Some 16,000 programs are approved for veterans benefits in over 1,500 educational institutions. Programs run the entire educational spectrum from basic adult education to post doctoral. Some 75,000 veterans in New York State participate.

Occupational Education. Because of the economic situation in New York, special attention is given to the occupational education needs of adults who are preparing for new occupations; employed adults who are upgrading their skills to seek advancement, mobility, or security; and apprentices who receive related instruction. Supportive services such as guidance, placement, and follow-up are significant components of the programs. Occupational preparation and supplementary services are provided to meet the special needs of persons who are disadvantaged, handicapped, or have limited English-speaking ability.

Preparation is offered in all major occupational areas, and short-term training programs are developed in response to immediate specific employment needs identified by business and industry.

Occupational education programs for adults may be located at the place of employment or in local schools, area occupational centers, two-year colleges, and educational opportunity centers, as well as in private business and trade schools. Nearly 450,000 adults were served by these programs in 1977-78. As the Department works more closely with the State Department of Labor and local CETA prime sponsors, it is anticipated that additional thousands of unemployed and underemployed youth and adults will be served.

Parent Education. Another special target group of Department programs is parents, particularly of children in such special programs as Head Start, Follow Through, ESEA Title I and the State Experimental Prekindergarten Program. The Bureau of Child Development and Parent Education assists local school districts to develop or improve parent education programs which emphasize parents' involvement in the education of their children as well as improvement of their parenting skills. The Bureau is in the process of establishing in the State Education Department a Parent Education Resource and Demonstration Center with potential for outreach to school staff and parents throughout the state.

As Commissioner Ambach said in his Inaugural Address:

> The best predictor of a child's educational success is attainment of the parent. There is no regular and strong growth of each child without help of the parent or caring adult. One of the most important things we can do to strengthen the achievement of the young, therefore, is to insure that parents understand child development and have the knowledge and skills to foster growth. This means generally, the education of two generations together. (p. 9).

Employees of Other State Agencies. Another clientele of Department programs has been the employees of other State agencies. In the past three years opportunities have been provided for State employees to prepare for the High School Equivalency examination. Some 750 employees are expected to take advantage of this program.

The Department of Civil Service, the State University and the Department have been assessing the education and training needs of State employees. Major efforts will be made to insure that every employee has the education and training needed to perform effectively on the job and to be an informed and effective citizen of the State and the community in which he/she resides.

Correctional Institutions. Two other groups served are employees and inmates of the Department of Correctional Services (DOCS).

Through the Higher Education Institute, Department staff have trained DOCS employees at 24 facilities to advise guards and other personnel regarding educational opportunities available to them not only through the Regents External Degree and College Proficiency Examination programs, but also through other traditional and non-traditional educational agencies and institutions. In 1976-1977, 81 DOCS employees earned college degrees while others enrolled in over 1100 college courses. The Higher Education Institute is a joint project of the Department of Correctional Services and the Board of Regents.

Through the Inmate College Advisory Project (ICAP), the Department uses academically successful ex-inmates to counsel people incarcerated in New York correctional facilities regarding higher education opportunities. The inmate advisors periodically visit five facilities around the State. Their primary function is to advise prisoners on how to cope with a prison environment while pursuing their educations. Over 400 inmates have enrolled in the Regents External Degree Program, and many of those advised through ICAP are following this route to a college credential.

DOCS offers an extensive vocational counseling and instructional program to inmates under its rehabilitation programs. While this program is not under direct supervision or responsiblitty of the Department, advisory and consultative services are provided and an extensive program for the prison does exist in occupational education.

The Division for Youth and Department of Mental Hygiene both provide occupational education programs for "out of school" youth and adults. These programs came under closer Department responsibility during 1977-78 because of legislative action.

Informal Services

As noted earlier, the Regents include in their jurisdiction the libraries, museums, and public television stations of the State. The role of libraries in the delivery of services to adults has already been mentioned. Every day thousands of adults use the 715 public libraries, their hundreds of branches, and the 31 systems for materials, information, and services related to personal adult learning goals. SED staff from the Library Development Bureaus of the New York State Library assist these libraries in program development, planning, evaluation, and systems support to make these services more freely and widely accessible. The educational contributions of museums and historical societies continue to grow. A recent study by the State Education Department shows that these insitutions received nearly 30 million visits during 1977.

Museums. The New York State Museum provides education programs directly to adults through its wide variety of exhibits and related activities at the Cultural Education Center in Albany. In addition, it furnishes printed materials and kits of educational materials to other museums and historical organizations throughout New York State for incorporation in local education programs.

The State Museum also provides professional and technical services to historians at county and municipal levels, to representatives of historical organizations, and to academic historians and school teachers. These services and related materials are provided through meetings, site visits, workshops, correspondence, and periodical publications. The State Museum maintains a data bank based on a comprehensive survey of historical organizations and museums located in New York State.

Furthermore, information and advisory services are rendered by the State Science Service, the research arm of the Museum, in the fields of geology, biology, and archeology to professionals working in Federal and State agencies, postsecondary institutions, and private corporations, and to individuals.

Television. Another way in which the unique organization of The University of the State of New York promotes lifelong learning is through its responsibility for public television stations in the State and its duplication and distribution of audio and video tapes, many provided through special arrangements with commercial television networks. The tapes are an important resource for independent adult learners. The nine public television stations in the State reach over 95 percent of the people of the State. This includes distribution by "translator systems" served by the stations. The newest use for this resource is the delivery of college-level courses aimed particularly at an adult audience.

The Future

Even this brief summary should make it evident that there is in the New York State Education Department a great flourishing of programs to serve the learning needs of adults in the State. Most of these services have grown out of initiatives taken by the various sectors of the Department as they sought to serve the agencies and clientele groups for which they have responsibility. A few have stemmed from directions given by the Commissioner of Education. All demonstrate that the framework of the University of the State of New York is broad enough to encompass the full range of services needed by adult learners.

Four major tasks lie ahead:

1. Insuring that all of these services are known to the adults who may wish to use them.

2. Removing barriers to full utilization.

3. Eliminating unnecessary duplication of effort.

4. Identifying new needs and providing the means to meet them in the most effective ways possible.

To help carry out these tasks, two broadly based groups have been appointed by Commissioner Ambach: an internal Department Committee composed of persons from all units responsible for the programs described above, and an external Advisory Council that included representatives from all types of providing institutions as well as representatives of business, labor, other government agencies, teachers and students.

An early charge to both bodies is to help the Department to develop an adult education information and counseling network that will tie toghther and amplify the impact of the many agencies that now provide information and counseling services to adults. Such a network will not only serve those who seek it but reach out to all of those adults who may need its services but do not know how to seek them. The network will also help all of the providers know better what is available and help them, the Department, and other sponsors of services to identify unmet needs. The planning for this service is now underway.

Work on this and the other three tasks listed above will move ahead with renewed impetus from the Board of Regents. One of their four major themes for work of the Department in 1979-80 is:

> . . . the increasing importance of providing learning services for adults because we believe that each adult should have a variety of educational opportunities throughout life. As the adult population grows in proportion and absolute numbers, the resources for developing skills and knowledge at all levels and in all types of educational institutions must be better organized to serve them.

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Status Report Information on Adult Learning Programs
Committee on Adult Learning Services
New York State Education Department

| Names of Programs and Administering Offices | Purposes (See Attachment B for definitions in this category) | | | | | | | Populations | | | | | | | | | | | | | | | | Learning Status | | | | | Settings | | | | | | | | | | | | | | | |

Status Report Information on Adult Learning Programs

Attachment A

Description of Administrative Relationships

gram number:

1. Office produces publications and provides assistance to groups in the field working with "adults in need of training in basic skills."
2. Respond to requests on ad hoc basis.
3. Work with BOCES and local boards of Education to provide literature, services, and curriculum.
4. Encourage cooperative relationships among educational institutions and community agencies.
5. Work through school districts to administer the program.
7. Office refers to volunteer and other services and relates to similar efforts within NYSED.
8. Provide inservice training for professionals and paraprofessional staff in field offices.
9. Office works with individuals and colleges and universities to develop, administer, grade and publicize examinations.
10. Office works with college faculty and administrators to develop, review and administer degree programs; publicity; grades exams; advises and evaluates degree candidates.
11. Office works with business, industry, labor unions, professional and voluntary organizations, government agencies, and post-secondary institutions and others to provide credit recommendations for college credit.
12. Office provides training, information and resources for 160 volunteer advisors who work out of 2 and 4-year colleges, public libraries, BOCES, community service and other organizations--who give advisement and referral service to adults interested in continuing their education on the post-secondary level.
14. Office coordinates work of librarians in four public libraries and provides them training, information and resources; to give advisements and referral services to adults interested in continuing their education on the post-secondary level.
15. Serve on N.Y. Advisory Council on Post-secondary Continuing Education.
16. Review for Approval Continuing Education Programs and Applications of Individuals seeking reregistration.
17. Direct service from this office to individuals. Also refer to other state agencies and public and voluntary agencies generally.
19. Provide staff development activities.
27. There are also relationships with other state agencies.
28. Office works with employees of NYS Department of Correctional Services to design and administer programs for beyond High School education.
29. Office works with NYS Department of Correctional Services and inmates in NYS Correctional facilities to design and administer programs for beyond high school education using ex-inmates as advisors.
31. Create Museum exhibits, publications, secure services of lecturers, administrate Museums for public use.
33. Render Services.
34. Render Services.
35. Work with educational institutions in utilization of materials.
36. Work with educational institutions in utilization of materials.
37. Work with educational institutions in utilization of materials.
39. Dissemination of exemplary programs of the NDN through the NYS Facilitator's office.
41. Monitor compliance.

Attachment B

Adult Learning Services
518 474-5972

DEFINITIONS OF TERMS ABOUT PURPOSES
(04 Series)

1. Occupational Purposes

Purposes directed toward or outcomes resulting in the development of work-related competencies. This category includes preparation for, entry into, as well as advancement and change within, one or more careers/professions/job. The term "occupation" is used to refer to all work-related activities.

Entry Level Preparation

Purposes directed toward or outcomes resulting in preparation to enter a job, career, or profession.

Improvement or Advancement

Purposes directed toward or outcomes resulting in the improvement or advancement in the learner's current job, career, or profession.

Change

Purposes directed toward or outcomes resulting in the change of the learner's job, profession, or career.

Other Occupational Purposes/Outcomes

2. Family Purposes

Purposes directed toward or outcomes resulting in the ability to facilitate and contribute to family functions, e.g., parent roles, sibling roles, son/daughter roles, managing family finances.

3. Citizenship Purposes

Purposes directed toward or outcomes resulting in the ability to facilitate and contribute to governmental functions and to the overall well-being of individuals, the community, and larger society. This includes being an effective consumer and evaluating political issues.

4. Leisure and Recreation Purposes

Purposes directed toward or outcomes resulting in the ability to find, pursue, and achieve rewarding nonwork activities, hobbies, and parts of play in society. This includes sporting events, performing arts, exhibits, and concerts, where participation is a form, for example, of enriching one's life, intellectual stimulation, or escape.

5. a. Self Development Purposes

Purposes directed toward or outcomes resulting in the ability of the learner to identify his/her aspirations, perceptions, coping skills, and other aspects of self-concept.

Goal Clarification

Purposes directed toward or outcomes resulting in the ability to identify one's interest, desires, drives, ambitions, and intentions.

Perceptions

Purposes directed toward or outcomes resulting in the ability to identify one's awareness of self (self concept), awareness of others, and awareness of opportunities.

Coping Skills

Purposes directed toward or outcomes resulting in the ability to develop the competency to implement one's goals within the reality of one's perceptions.

Other Self Development Purposes

5. b. Social Development Purposes

Purposes directed toward or outcomes resulting in the ability of the learner to function as a contributing group member.

Organization and Leadership Skills

Purposes directed toward or outcomes resulting in the ability to effectively live and interact with others, to organize socially, establish courses of action for others, and to influence others to follow.

Friendships and Relationships

Purposes directed toward or outcomes resulting in the ability to socially interact with and enter into and sustain intimate, in-depth, and satisfying relationships with others.

Affiliations

Purposes directed toward or outcomes resulting in the ability to find appropriate organizations and institutions to join and associate with, and being accepted by them.

Adjustment to Retirement

Purposes directed toward or outcomes resulting in the ability to alter self and life style to meet the needs and adapt to the changes and limitations of the retirement years.

Other Social Development Purposes

6. General Education Purposes

Purposes directed toward or outcomes resulting in the development of general competencies to function effectively in the contemporary world, e.g., basic reading, writing, and computational skills, or purposes not included in prior categories.

From National Center for Higher Education Management Systems. A Handbook of Standard Terminology for Describing Adult Learning Opportunities. Boulder, Colorado, NCHEMS, March 1978. (National Review Draft.) Slightly revised.

Sources For Further Information

1. Adult Basic Education, Division of Continuing Education, Occupational and Continuing Education, New York State Education Department:

   Mary Reiss, Director, Division of Continuing Education, New York State Education Department, Room 232, 55 Elk St., Albany, New York 12234, (518) 474-5808

   OR

   Herbert Bothamley, Chief, Bureau of General Education Curriculum Development, New York State Education Department Room 314 F, Education Building, Albany, New York 12234, (518) 474-8224

2. Adult Counseling, Continuing Education, Bureau of Guidance New York State Education Department:

   Edward Strack, Chief, Bureau of Guidance, New York State Education Department, Room 331, 55 Elk Street, Albany, New York 12234, (518) 474-5705

3. Welfare Education Program, Statewide Adult Education Programs Division of Continuing Education, New York State Education Department:

   Mary Reiss, (See #1)

4. Adult Bilingual Programs, Division of Continuing Education, New York State Education Department:

   Robert Granados, Associate, Division of Continuing Education, New York State Education Department, Room 232, 55 Elk Street, Albany, New York 12234, (518) 474-6930.

   OR

   Mary Reiss, (See #1)

5. High School Equivalency Program, Statewide Adult Education Programs, Division of Continuing Education, New York State Education Department:

   Mary Reiss, (See #1)

6. External High School Diploma, Division of Continuing Education, New York State Education Department:

   Mary Reiss (See #1)

7. Right to Read Adult Information Center, Bureau of Reading Education, New York State Education Department:

   Jane Algozzine, Chief, Bureau of Reading Education or
   Coral Crosman, Assistant, Bureau of Reading Education,
   Room 660, Education Building Annex, New York State Education Department, Albany, New York 12234, (518) 474-8209

8. Consumer Home-Making Education, Occupational and Continuing Education, New York State Education Department:

   Elizabeth Brown, Chief, Bureau of Home Economics Education, New York State Education Department, Room 1612, Twin Towers, Albany, New York 12230, (518) 474-3954

9. College Proficiency Examination Program, Office of Independent Study Programs Development, New York State Education Department:

   Judith Safranko, Associate in Higher Education, New York State Education Department, Room 5D45, Cultural Education Center, Empire State Plaza, Albany, New York 12242, (518) 474-3703

10. Regents External Degree Program, Office of Independent Study Programs Development, New York State Education Department:

    Judith Safranko, (See #9)

11. Program on Noncollegiate Sponsored Instruction, Office on Noncollegiate Sponsored Instruction, New York State Education Department:

    John McGarraghy, Director, Program on Noncollegiate Sponsored Instruction, New York State Education Department, Room 5C85, Cultural Education Center, Empire State Plaza, Albany, New York 12230, (518) 474-8592

12. Regents Voluntary Advisory Network, Office of Independent Study Programs Development, New York State Education Department:

    Patricia S. Dyer, Project Director of Higher Educational Library Advisory Service, New York State Education Department, Room 5D45, Cultural Education Center, Empire State Plaza, Albany, New York 12242, (518) 474-3763

13. Adult Independent Learner Program, Bureau of Regional Library Services, New York State Education Department:

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14. Higher Education Library Advisory Service, Office of Independent Study Programs Development, New York State Education Department:

    Patricia S. Dyer, (See #12)

15. Title I A Higher Education Act of 1965, Community Service and Postsecondary Continuing Education Programs, Grants Administration Unit, New York State Education Department:

Charles Graber, Associate State Administrator, Title 1 Higher Education Act, or Mike Van Ryn, Chief, Grants Administration Unit, New York State Education Department, Room 5B68, Cultural Education Center, Empire State Plaza, Albany, New York, 12242, (518) 474-5705.

16. Adult Learning Services, Office of the Professions, New York State Education Department:

Raymond Salman, Director of Professional Licensing, Office of the Professions, New York State Education Department, Room 1818 Twin Towers, Albany, New York, 12230 (518) 474-3830

17. Office of Vocational Rehabilitation, Vocational Rehabilitation Operations, New York State Education Department:

Howard Berger, Director, Vocational Rehabilitation Operations, New York State Education Department, Room 1600 Twin Towers, Albany, New York 12230, (518) 474-3945

18. Veteran's Education, Statewide Adult Education Programs, Division of Continuing Education, Occupational and Continuing Education, New York State Education Department:

Peter B. Riley, Chief, Bureau of Veterans' Education, New York State Education Department, Room 305, 55 Elk Street, Albany New York 12234, (518) 474-7606

19. Vocational Adult Education, Occupational and Continuing Education, New York State Education Department:

Dale M. Post, Director, Division of Occupational Education Supervision, New York State Education Department, Room 1624 Twin Towers, Albany, New York 12230, (518) 474-4806

OR

Doris L. Belton, Chief, Bureau of Occupational Education Program Services, New York State Education Department, Room 1624 Twin Towers, Albany, New York 12230, (518) 474-4806

OR

Mike Van Ryn, Chief, Grants Administration Unit, New York State Education Department, 5B68, Cultural Education Center, Empire State Plaza, Albany, New York, 12230, (518) 474-5705. (Office responsible for Vocational Adult Education programs offered by postsecondary agencies.)

20. New York State Experimental Prekindergarten, Parent Education, Child Development and Parent Education, New York State Education Departent:

Bertha Campbell, Supervisor, Child Development, New York State Education Department, Room 566 EBA, Albany, New York, 12234, (518) 474-4947.

21. Head Start, Parent Education, Child Development and Parent Education, New York State Education Department:

Bertha Campbell (See #20)

22. Follow Through, Parent Education, Child Development and Parent Education, New York State Education Department:

Bertha Campbell (See #20)

23. Elementary and Secondary Education Act, Child Development and Parent Education, New York State Education Department:

Bertha Campbell (See #20)

24. Migrant Programs, Child Development and Parent Education, New York State Education Department:

Bertha Campbell (See #20)

25. Appalachian Programs, Child Development and Parent Education, New York State Education Department:

Bertha Campbell (See #20)

26. Resource Center for Parent Education and Parent Involvement, Child Development and Parent Education, New York State Education Department:

Bertha Campbell (See #20)

27. Civil Service High School Equivalency Program, Statewide Adult Education Program, Division of Continuing Education, Occupational and Continuing Education, New York State Education Department:

Mary Reiss (See #1)

28. Higher Education Institute, Office of Independent Study Programs Development, New York State Education Department:

Judith Safranko (See #9)

29. Inmate College Advisory Project, Office of Independent Study Programs Development, New York State Education Department:

Kate Gulliver, Project Director, Inmate College Advisory Project, New York State Education Department, Room 5D45 Cultural Education Center, Empire State Plaza, Albany, New York 12230, (518) 474-3703

30. Community Education, Division of Continuing Education, Occupational and Continuing Education, New York State Education Department:

Mary Reiss (See #1)

31. Museum - Based Cultural Education Programs, New York State Education Deprtment:

    Noel Fritzinger, Assistant Commissioner for the State Museum, New York State Education Department, Room 10D45, Cultural Education Center, Empire State Plaza, Albany, New York 12230, (518) 474-2865

32. Statewide Cultural Education Programs, New York State Education Department:

    Noel Fritzinger (See #31)

33. Service to Cultural Institutions (Historical Organizations Museums, Nature Centers, etc.), New York State Education Department:

    Noel Fritzinger (See #31)

34. Academic and Research Organizations and Government Agencies, New York State Education Department:

    Noel Fritzinger (See #31)

35. Programming Aid from Commercial Television Bureau of Mass Communications, New York State Education Department:

    Bernarr Cooper, Chief, Bureau of Mass Communications, New York State Education Department, Room 1061 EBA, Albany, New York 12234, (518) 474-2241

36. Audio Tapes, Bureau of Mass Communications, New York State Education Department:

    Bernarr Cooper (See #35)

37. Video Tapes, Bureau of Mass Communications, New York State Education Department:

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38. State Plan for Career Education, Career Education Project, New York State Education Department:

    Eugene Zola, Coordinator of Career Education, Career Education Project, New York State Education Department, Room 235 EB, Albany, New York 12234 (518) 474-8774

39. National Diffusion Network, New York State Facilitator Project, New York State Education Department:

    Robert King, State Facilitator, New York State Facilitator Project, New York State Education Department, Room 235 Albany, New York 12234 (518) 474-1280

40. Migrant Tutorial Outreach Adolescent Program, Bureau of Migrant Education, New York State Education Department:

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School - Community Interaction Umbrella Program, State Educational Opportunity Programs, New York State Education Department:

Richard Weiner, Director of State Educational Opportunity Programs, New York State Education Department, Room 874 EBA, Albany, New York 12234 (518) 474-1321

41. Parent Advisory Councils, Division of Federal Education Opportunity Programs, Title I Elementary and Secondary Education Act, New York State Education Department:

John House, Director, Division of Federal Education Opportunity Programs, (ESEA Title I), New York State Education Department, Room 878 EBA, Albany, New York 12234 (518) 474-1144.

In addition to the above, the Adult Learning Services Project has a specialized collection of materials on adult learning. Included are bibliographies, directories, studies, research reports, government documents, and periodicals. The collection is catalogued for easy reference and available for interested users.

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